



**Policy: High Achievers' Policy**

**Policy Ref: 003**

**Version Number:**

**Date: 12/09/16**

**Authorised by: Governors**

**Signed/Position: Liz Lang – Deputy Head**

**Review date: September 2019**

**1. Rationale**

- 1.1 Deer Park School is an all-ability, comprehensive school with a commitment to inclusion. Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.
- 1.2 Our school will have, at any time, a number of high achieving pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their own age group: this may be in one or more areas of learning.
- 1.3 We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for high achieving pupils, the standard of achievement is raised for all pupils.
- 1.4 Our definition of ability recognises academic and practical performances as well as those who show outstanding artistic, musical, creative talent; physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

**2. Roles and Responsibilities**

- 2.1 **The Governing Body** will establish, in connection with the Headteacher, a policy for provision and review it regularly. It will support the procedures as appropriate. The senior leader with responsibility for High Achievers' will be responsible for overseeing the provision and reporting to the governing body as required.

- 2.2 **The Senior Leader Responsible for High Achievers'** will provide, in consultation with the Headteacher, the strategic direction of the policy ensuring that a register of High Achievers' is maintained and that progress is monitored in all aspects of provision. The Senior Leader will coordinate the production of this register, oversee the monitoring of pupils on the register and produce systems to monitor provision for High Achievers' across faculties. They will investigate possibilities for cross-faculty and multi-disciplinary opportunities for these pupils and, where possible, provide training and support for staff in supporting High Achievers'.
- 2.3 **Faculty Heads** will ensure that provision for High Achievers' is made explicit in schemes of learning and support faculty members in providing appropriate resources and learning opportunities to extend, enrich and accelerate the learning of High Achievers'.
- 2.4 **Teachers** will ensure that they know which pupils on their class lists are identified as High Achievers' and use relevant data to tailor tasks in the teaching environment. They will use a range of teaching and learning strategies, as appropriate, to provide suitable learning experiences to meet the needs of identified pupils. They will complete the annual audit of High Achievers'.
- 2.5 **Tutors** will ensure that they know which pupils in their tutor group are identified and use relevant data and information to support, guide and direct those pupils in maintaining high levels of achievement.

### 3. Policy in Practice:

- 3.1 We offer many opportunities for extension and enrichment. Special events include projects with universities, workshops, residential trips and international competitions. Many pupils have the opportunity to complete additional GCSEs (with early entry in some cases) as well as 'bridging' qualifications, to prepare for post 16 education.
- 3.2 We have formed strong links with local industries, especially local scientific and technical specialists, sports coaching and programmes for our most talented sports people. There are also music, drama and dance performances and specialist interest 'clubs' such as training in sound and lighting engineering. We have run joint projects with the University of Bath, Warwick and Oxford, the Model United Nations (MUNA), and others. Some projects have been run with participation from other schools.
- 3.3 We offer support and guidance in the form of specialised mentoring and after school sessions that cover key issues such as dealing with stress, achieving the top grades and preparing for further education.
- 3.4 We are committed to extension and enrichment work within formal learning areas. The classroom, the laboratory, the workshop and sports areas provide staff with the appropriate settings to introduce higher order thinking skills, extended questioning and building learning power strategies with our High Achievers.

- 3.5 Learning competences of resoucefulness, resilience, reflectivity and reciprocity, in addition to Growth Mindset, form the basis of our drive to build learning power in the school. This is also reflected in the professional development and training opportunities given to staff at Deer Park.
- 3.6 Parents will be given the opportunity through information, advice and guidance to monitor and track the progress of identified pupils and support them through specific workshops, enrichment opportunities and other routine school events.

#### **4. Outside Agencies:**

- 4.1 Deer Park has formed links with Cirencester College and organised peer mentoring for our High Achievers'. Cirencester College have also contributed to our provision for parents of High Achievers', to aid them in supporting their son/daughter's education and development. School is also working with 'The Brilliant Club' (a not-for-profit organisation providing opportunities for High Achievers' to work with Ph.D. students over a series of weekly sessions, held both in school and at Russell Group universities): Year 9 and 10 pupils will have the opportunity to access this provision.

#### **5. Provision outside School:**

- 5.1 The most effective support the school can provide to parents of High Achievers' is via open communication of information about progress and strategies adopted. The school will continue to commit to providing bespoke information evenings for parents of High Achievers'.

#### **6. Training:**

- 6.1 Staff will be supported in the implementation of this policy through training, which may be formal or informal in nature, as appropriate. Teaching and Learning CPD events and Extended Leadership Team meetings have been (and will continue to be) used as a forum to regularly share learning and teaching ideas and information for our High Achievers'.

#### **7. Other Policies:**

#### **8. Monitoring and Evaluation:**

- 8.1 The Headteacher will monitor the implementation of this policy and report to the Governing Body on its effectiveness.
- 8.2 Pupil voice and staff consultation is also used to monitor, evaluate and improve our High Achievers' provision.

#### **9. Linked Policies**

- 9.1 The High Achievers' Policy is linked to the Teaching & Learning Policy and the Equal Opportunities Policy

## **Appendix:**

### **Definitions**

**A High Achiever** is one 'who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range' (Eyre 1999).

**Underachievement** is the discrepancy between a pupil's performance and some index of their actual ability. The underachiever may be difficult to identify and therefore staff are encouraged to note any evidence of ability and share it with others to collectively explore a child's potential.

### **Identification**

Identification of pupils as High Achievers' is a judgement that applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'.

Our initial judgement as to whether or not a pupil should be included on the 'High Achievers' register' is based on Key Stage 2 SATs results.

Further to this High Achievers' are identified through:

- Teacher nomination
- Reports from previous schools
- Test results / teacher assessment
- Pupil's work
- Checklists of characteristics – generic and subject specific
- Information provided by external agencies (e.g. sports organisations, music tutors)

Assessment will take place by:

- Teacher observation
- Benchmark tests/assessments – end of key stage tests, optional SATS,
- Cognitive Abilities Tests (CATs)
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency

Once identified the child will be placed on the High Achievers' register. This register will be shared with faculties.